

norsk

Norwegian

Language Guide

July 2015
Norwegian

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Norwegian Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.



MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activities is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activities in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

LANGUAGE LEARNING

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, “How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?”

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.

To do this as a language-learning missionary:

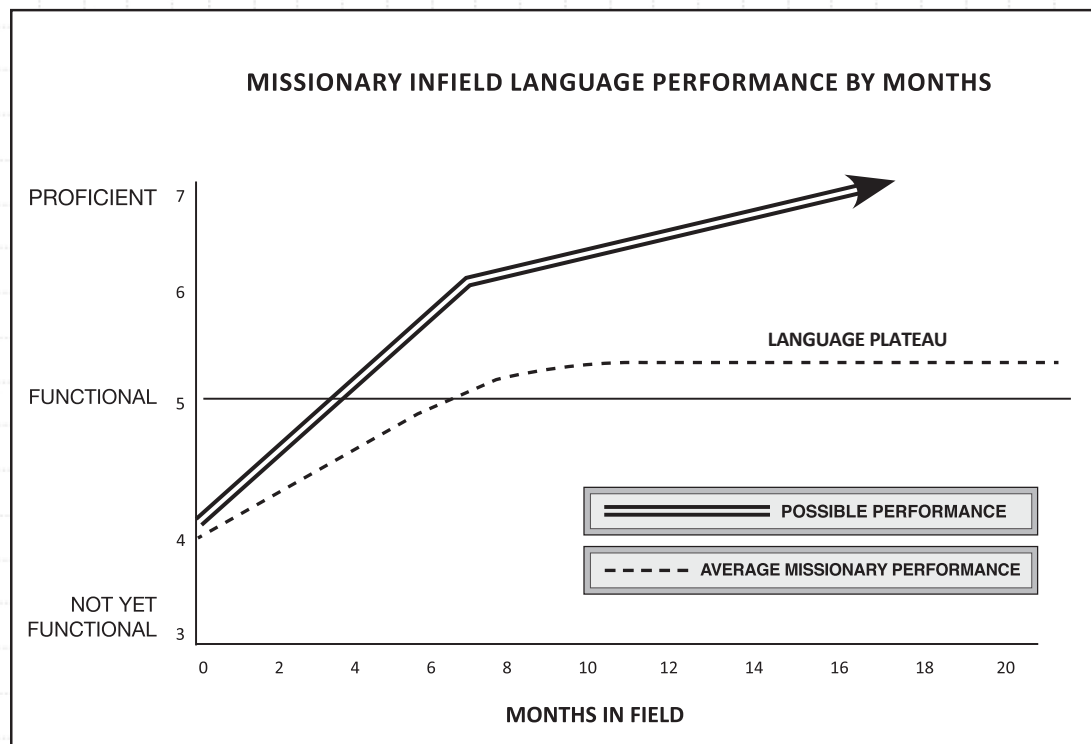
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



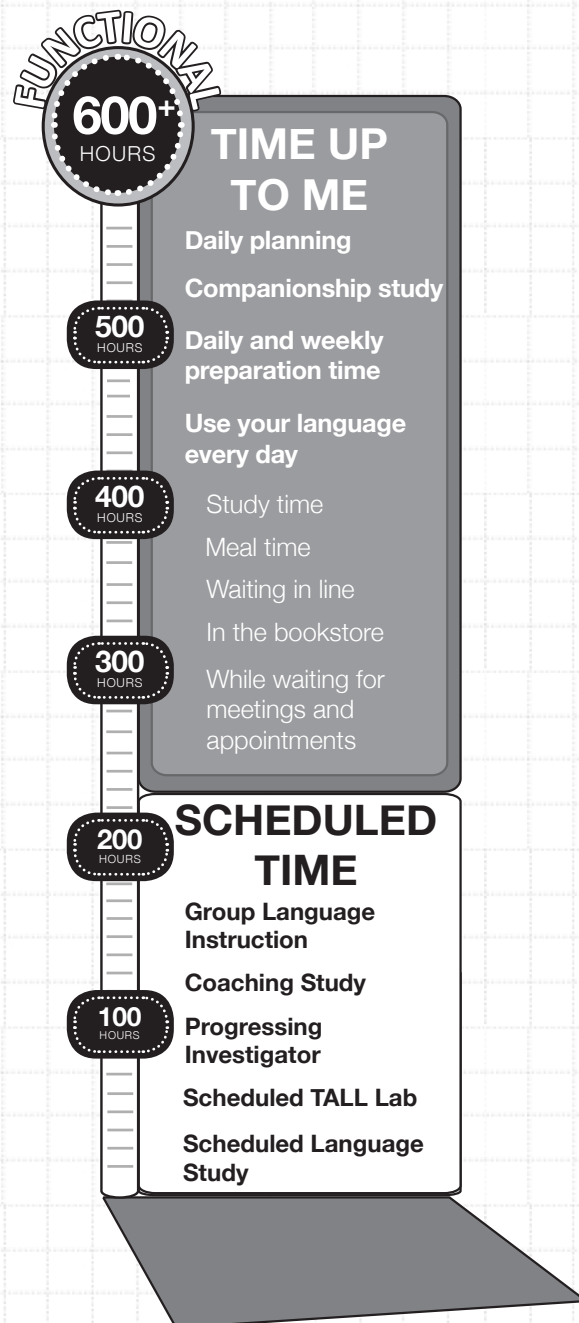
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel*.

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. “Don’t be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people” (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL **YOU** REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but “do not stop improving your language skills once people begin to understand you” (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities (*Preach My Gospel*, 128). A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to “speak from the heart in [my] own terms... speak out of [my] own conviction” (*Preach My Gospel*, 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines “with clarity and power” (*Preach My Gospel*, p. 20).
- Be able to “expound the scriptures when [I] teach” (*Preach My Gospel*, p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.



YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:

1. Learn the things to teach your investigator, and
 2. Learn what you need communicate throughout the day.
-

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

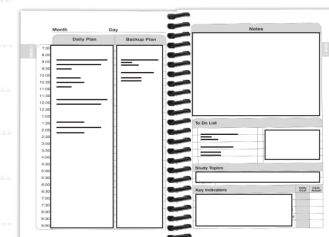
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where, and how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My LANGUAGE Study Plan

THIS WEEK'S GOALS: [WHAT]

- MEMORIZE & USE ALL NEW GRAMMAR
- LEARN 100 MORE WORDS
- LEARN 40 MORE PHRASES
- MEMORIZE 5 SCRIPTURES
- SYL 12 HOURS EACH DAY
- READ A CHAPTER/DAY IN THE BOOK OF MORMON

STUDY PLANS: [HOW]

- USE EVERY MOMENT WELL
- USE THE STUDY IDEAS FROM OUR TEACHER [HOW TO MEMORIZE, HOW TO PRONOUNCE]
- ASK TEACHER FOR THINGS TO IMPROVE [SAY DIFFERENTLY] AFTER EACH LESSON
- CHOOSE SCRIPTURES, WORDS, & PHRASES FROM WHAT OUR INVESTIGATOR NEEDS
- DAILY LEARN RATE: 15 WORDS, 6 PHRASES, 1 SCRIPTURE. READ BOOK OF MORMON & STUDY GRAMMAR AFTER THAT. SYL ALL THE TIME.
- MEMORIZING SCRIPTURES: STUDY THEM IN ENGLISH DURING PERSONAL STUDY. START LEARNING THEM IN THE LANGUAGE DURING LANGUAGE STUDY. PRACTICE THEM WALKING TO MEALS & WHEN WAITING.
- WORDS & PHRASES: START PICKING THEM DURING COMPANION STUDY. FINISH CHOOSING & FIGURING THEM OUT DURING LANGUAGE STUDY & TALL. REVIEW & GET THEM DOWN DURING MEALS & OTHER SLOW TIMES.
- GRAMMAR: STUDY IT DURING LANGUAGE STUDY & TALL. HAVE COMPANION QUIZ ME ON IT 3X THIS WEEK.
- SYL: TRY REALLY HARD TO SAY THINGS. LOOK THINGS UP & FIND OUT HOW TO SAY THEM. THEN SAY THEM. FIX ALOT OF MISTAKES (80 PER 20+/DAY). TRY TO SYL THROUGH EVERY MEAL. MAYBE ALL DAY SUNDAY TOO.

INVESTIGATOR: [WHY]

- IF I STUDY HARD & USE THE LANGUAGE ALL THE TIME, I'LL SPEAK BETTER WHEN I TEACH.
- IF I WORK HARD & AM WORTHY, I CAN PRAY FOR THE GIFT OF TONGUES & I WILL RECEIVE IT. I MUST ASK FOR IT IN PRAYER.
- REVIEW PLAN, ESPECIALLY LONG TERM GOALS EVERY DAY. KEEP FOCUSED ON PREACHING TO THE PEOPLE WITH POWER!
- STUDY PREACH MY GOSPEL & SCRIPTURES ABOUT MY PURPOSE, CULTURE, & THE GIFT OF TONGUES.
- PRAY CONSTANTLY ABOUT THE PEOPLE IN MY MISSION.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month JANUARY Day 15 TUESDAY

	Daily Plan	Backup Plan
7:00	BREAKFAST/ADD. STUDY	SYL
8:00	PROGRESSING INV.	LISTEN FOR WORDS & LOOK THEM UP
9:00	FUNDAMENTAL - ROLE OF HOLY GHOST	
9:30		
10:00		
10:30	COACHING, MISSIONARY ST.	ERROR CORRECTION & SUGGESTIONS
11:00	PERSONAL STUDY	
11:30		
12:00	LUNCH SYL	
12:30		
1:00	LANGUAGE STUDY	
1:30		
2:00	CLASS - Comp. Study	PRACTICE FOR TRC (GRAMMAR CORRECTION)
2:30		
3:00	TRC - RESTORATION	USE WHAT I STUDIED
3:30		
4:00	COACH. MISSIONARY STUDY	
4:30		
5:00	DINNER [MEMORIZE WHILE IN LINE]	
5:30		
6:00	GYM	
6:30		
7:00		
7:30	TALL - MTC CORE GRAMMAR	
8:00		
8:30	ADDITIONAL STUDY	Comp. LANGUAGE QUIZ EVAL GOALS, PLAN LANGUAGE FOR TOMORROW
9:00	DAILY PLANNING	

[WHEN]

Notes

New Words

MOLITVA
BOGI
VJERA

To Do List

CORRECT 20+ ERRORS		
MEMORIZE: 1 SCRIPTURE, 15 WORDS, & 6 PHRASES		

Study Topics

Personal		
Companion		
Key Indicators		
Lessons taught to investigators with a member present	Daily Goal	Daily Actual
Other lessons taught		
Referrals	Received	
	Contacted	
New Investigators		

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
<u>Weekly Plans</u>	Make Weekly language study plan	Teach John "The Restoration"	TRC teaching a volunteer	Follow-up visit with Krista	Follow-up visit with John	Teach Krista "The Plan of Salvation"	Teach John "The Plan of Salvation"
		<u>My Plan:</u> 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	<u>My Plan:</u> 1. Get to know volunteer. 2. Share a simple overview of The Restoration.	<u>My Plan:</u> 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	<u>My Plan:</u> 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	<u>My Plan:</u> 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	<u>My Plan:</u> 1. Ask him a few simple questions about his beliefs. 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

What else would you want to include in your language study plan?

Monday:

- a.) Teach John how to pray
 - i.) Study "The Restoration" pamphlet "How can I know?" in the language.
 - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
 - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
 - ii.) Study command form for giving directions about how to pray.
 - (1.) Conjugate 5 verbs in the command form. (7 minutes)
 - (2.) Say all my commands in the mission language all day.
 - iii.) Practice with my companion, get feedback, and repractice. (8 minutes)
- b.) Invite him to read the Book of Mormon and pray about it.
 - i.) Study the grammar materials to extend, "Will you..." questions (5 minutes)
 - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
 - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
 - ii.) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
 - iii.) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:

- ▷ Finish all grammar lessons before leaving MTC
- ▷ 2,000 words, 500 phrases by 6 months
- ▷ Speak fluently by 12 months

ACTIVITY: LANGUAGE STUDY PLANS

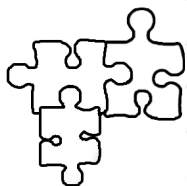
- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.





STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.



STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.



STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2

NEW
VOCABULARY

3

NEW
VOCABULARY

4

NEW
VOCABULARY

5

NEW
VOCABULARY

6

NEW
VOCABULARY

7

NEW
VOCABULARY

PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR

Rules to Examples

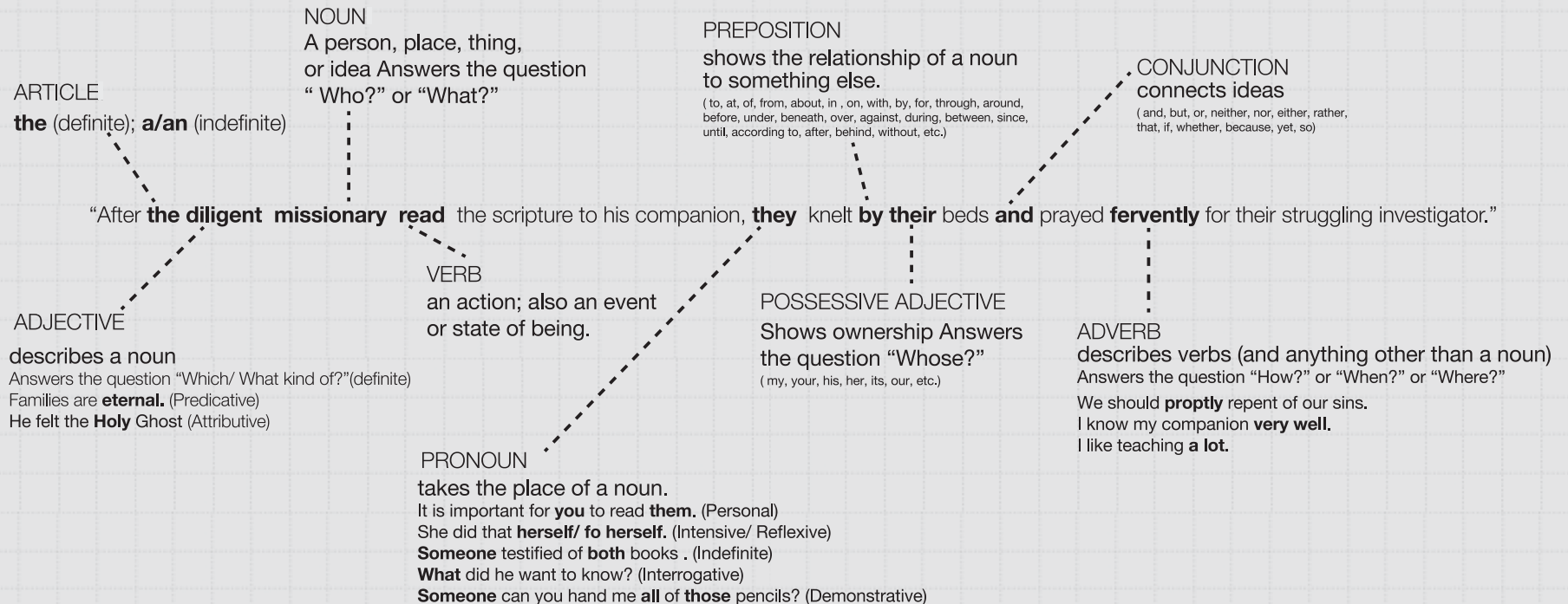
- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.



INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are “the diligent missionary” and “they.”

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is “the scripture.”

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase).
The indirect object in the sentence above is “his companion.”

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition itself. Prepositional phrases in the sentence above include “by their beds” and “for their struggling investigator.”

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus is kind. (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being

Asking about and expressing possession or ownership

Asking about and describing objects, people, and their characteristics

Asking about and expressing desire, need, preference, ability, intention, or purpose

Asking about and describing actions and events

Asking and answering questions of contrasting attitudes, emotions, and feelings

Asking and answering questions of time, date, and location

Asking and answering questions of quality, quantity, number, and sequence

Asking and answering questions of cause and effect

Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Task: Become Acquainted

Prework

Read through p. 1 in your Norwegian for Missionaries book, as well as pp. 8, 20-22 in the Norwegian Essentials of Grammar book to learn about some of the basics of forming sentences in Norwegian.

Memorize the words and phrases found in your first task, “Become Acquainted”. Practice saying them with your companion, use flash-cards, TALL, your TALL book, and your dictionaries to help you.

Also consider reading through “How to Begin Teaching”, pp. 176-77 in Preach My Gospel and begin to familiarize yourself with some phrases/words you may need to teach your first lesson.

English	Norwegian
my name is	<i>jeg heter</i>
brother	<i>bror</i>
sister	<i>søster</i>
our message	<i>vårt budskap</i>
to expect	<i>å forvente</i>
to pray	<i>å be</i>
missionaries	<i>misjonærer</i>
build your faith	<i>bygge din tro</i>
to meet (for the first time)	<i>å treffe</i>
to believe	<i>å tro</i>
goodbye	<i>har det bra</i>

Greet Someone

Heisann Hei hei Hallo <i>Hello</i>	
God <i>Good</i>	morgen <i>morning</i> dag <i>day</i> kveld <i>evening</i>

Introduce Yourself and Someone Else

Question	Question Word*	Verb	Subject
	Hva What	heter are called	du? you?
			dere? you all?
	(What is your name?)		
Response	Subject*	Verb	Object
	Jeg I	heter am called	Eldste _____ Elder _____
	Han He		Søster _____ Sister _____
	Hun She	er is/am/are	misjonær(er) [a] missionary(ies)
	Vi We		min ledsager my companion

Ask about General Background

Question	Question Word*	Verb	Subject	
	Hvor	kommer <i>come</i> skal <i>shall [go]</i>	du <i>you</i>	fra? <i>from?</i> tjene misjon? <i>serve [your] mission?</i>
Response	Subject*	Verb		Object
	Jeg <i>I</i> Vi <i>We</i> Du <i>You</i>	kommer fra <i>come from</i> skal til <i>shall (am going to)</i>		U.S.A <i>The United States</i> Norge <i>Norway</i> _____ _____

Learn about Religious Background

Question Word*	Verb	Subject	
Hva <i>What</i>	tror <i>believe</i>	du <i>you</i>	om Gud? <i>about God?</i>
	forstår <i>understand</i>	dere <i>you all</i>	om livets mening? <i>about the meaning of life?</i>
	forventer <i>expect</i>	du <i>you</i>	av vårt besøk? <i>from our visit?</i>

Farewells

Vi ses! <i>See you later!</i>
Ha det bra! <i>Have a good one!</i>
Hyggelig å treffe deg! <i>Pleased to meet you</i>

*Sentence structure in Norwegian is much like in English; subject - verb - the rest of the sentence ("I come from _____"; "Jeg kommer fra _____").
 In questions, the question word and the verb switch places with the subject ("What do you believe" translates to "Hva tror du?" or "What believe you?").

Task: Give a Simple Overview

Prework

Read through p. 17 in your Norwegian for Missionaries book, as well as pp. 16-22, 34 in the Norwegian Essentials of Grammar book to learn about asking questions, bearing testimony, and creating simple sentences.

Memorize the words and phrases found in the following task with your companion, using flashcards, TALL, your TALL book, and your dictionary.

Ponder the principles taught in the “How to Begin Teaching” section, pp. 176-77 in Preach My Gospel to help you understand how to use these and other phrases in your first lesson with your investigator.

Write down some of the words/phrases you find in the bullet points on pp.176-77 in the spaces below. With your companion, practice expressing these words/phrases in Norwegian.

English	Norwegian
to teach	<i>å undervise</i>
to help	<i>å hjelpe</i>
to invite	<i>å invitere</i>
it is up to you	<i>det er opp til deg</i>
to commit	<i>å forplikte seg</i>
our purpose	<i>vårt formål</i>
I know that...	<i>jeg vet at...</i>
important	<i>viktig</i>
feel free to ask questions	<i>føle helt komfortable å stille spørsmål</i>
to find out	<i>å finne ut</i>
to know	<i>å vite</i>

Prefixes

Tror du at ... ? <i>Do you believe that ... ?</i>
Vi vil lære deg at ... <i>We want to teach you that ...</i>

Sentences

Subject	Verb	Possessive Pronoun	Noun
Vi <i>We</i>			barn <i>children</i>
Du <i>you</i>	er <i>is/am/are</i>	Guds <i>God's</i>	tjenere <i>servants</i>
Jesus Kristus <i>Jesus Christ</i>	var <i>was/were</i>	Jesu Kristi <i>Jesus Christs</i>	profet <i>prophet</i>
Mormons Bok <i>The Book of Mormon</i>		vår <i>our</i>	ord <i>word</i>
Joseph Smith <i>Joseph Smith</i>			himmelske Fader <i>Heavenly Father</i>
Gud <i>God</i>			sønn <i>son</i>

Sentences with different verbs

Subject	Verb	Object	Verb	Object
Profeter <i>Prophets</i>	lærer <i>teach(es)</i>	oss <i>us</i>	å adlyde <i>to obey</i>	budene <i>the commandments</i>
Jesu Kristi evangelium <i>The Gospel of Jesus Christ</i>	hjelper <i>help(s)</i>	alle <i>everyone</i>	å følge <i>to follow</i>	ham <i>him</i>
Himmelske Fader <i>Heavenly Father</i>	inviterer <i>invite(s)</i>	deg <i>you</i>	å overvinne <i>to overcome</i>	problemer <i>problems</i>
Vi <i>We</i>		folk <i>people</i>	å styrke <i>to strengthen</i>	Gud <i>God</i>
Familier <i>Families</i>			å hjelpe <i>to help</i>	familien <i>the family</i>
Dåp <i>Baptism</i>			å inngå <i>to enter into</i>	pakter <i>covenants</i>

Task: Offer a Prayer

Prework

Read through p. 14 in your Norwegian for Missionaries book and the “How Can I Know” section of The Restoration (Gjengivelsen) pamphlet to learn the principles of prayer in Norwegian. Pages 16-22 in the Norwegian Essentials of Grammar book will help you continue to review sentence structure.

Prepare for this task by reviewing the phrases on the following page with your companion, TALL, etc.

What are you thankful for? What blessings are you seeking for at this time?

Consider what more you would like to be able to express in prayer, and record those things in the space below.

English	Norwegian
family	<i>familie</i>
health	<i>helse</i>
blessings	<i>velsignelser</i>
grateful	<i>takknemlig</i>
help	<i>hjelp</i>
feel the spirit	<i>føle ånden</i>
to answer	<i>å svare</i>
our prayer	<i>vår bønn</i>
to know	<i>å vite</i>
the truth	<i>sannheten</i>
to remember	<i>å huske</i>

Address Heavenly Father

Vår <i>Our</i>	himmelske Fader <i>Heavenly Father</i>
Kjære <i>Dear</i>	Fader i himmelen <i>Father in Heaven</i>

Express Gratitude

Subject	Verb	Adjective	Preposition	Possessive Pronoun	Object
Jeg <i>I</i> Vi <i>We</i>	er <i>am/are</i>	takknemlig(e) <i>thankful (plural)</i> takknemli(plural)	for <i>for</i>	min/mine <i>my/my (plural)</i> vår/våre <i>our/our (plural)</i> din/dine <i>thy/thy (plural)</i>	Sønn <i>Son</i> velsignelse(r) <i>blessing(s)</i> Ånden <i>the Spirit</i> famili(er) <i>family(ies)</i> kjærlighet <i>love</i>
	takker <i>thank</i>	Object deg <i>Thee</i>			

Ask for help and blessings

Jeg <i>I</i> Vi <i>We</i>	ber deg om <i>ask Thee for</i>	hjelp med Norsk <i>help with Norwegian</i> hjelp med å undervise med Ånden <i>help to teach with the Spirit</i> tro, styrke, Kristi-lik kjærlighet <i>faith, strength, Christlike love</i>			
	ber deg om å <i>ask Thee to</i>	velsigne <i>bless</i> hjelpe <i>help</i>	oss <i>us</i> <i>(names of your investigators)</i> våre familier <i>our families</i>	med	tro <i>faith</i> din kjærlighet <i>thy love</i> Ånden <i>the Spirit</i>
	ber for <i>pray for</i>	min ledsager, vår lærer, _____ <i>my companion, our teacher, a person</i>			

Ending a Prayer

Jeg <i>I</i> Vi <i>We</i>	sier dette <i>say this</i>	i Jesu Kristi navn, amen <i>in the name of Jesus Christ, amen</i>
	sier disse tingene <i>say these things</i>	
	ber om dette <i>pray for this</i>	

*ber for" may only be used when praying for a person, not when asking for a blessing. Ex. "Vi ber for Nils." "Vi ber for hjelp med norsk."

Task: Testify

Prework:

Prepare for this task by going over phrases on this page and the following page with your companion.

What do you know to be true? What do you have a testimony about? What can you testify of, that can help someone build their faith in Christ?

Consider what more you would like to testify of that will meet your investigators needs, and record those things in the space below

English	Norwegian

Review:

Bear your testimony to your companion. Explain how you came to find out what you know. Roleplay bearing your testimony to an investigator.

Verbs	
kan	<i>can</i>
må	<i>must</i>
å velsigne	<i>to bless</i>
å vite	<i>to know</i>
å vitne om	<i>to testify</i>
å elske	<i>to love</i>
å sende	<i>to send</i>
å hjelpe	<i>to help</i>

Nouns	
en bønn	<i>a prayer</i>
en dåp	<i>a baptism</i>
en profet	<i>a prophet</i>
en kirke	<i>a church</i>
mormons bok	<i>The Book of Mormon</i>
et vitnesbyrd	<i>a testimony</i>
omvendelse	<i>repentance</i>
en hensikt	<i>intention</i>

Prepositions	
Gjennom	<i>through</i>
På grunn av	<i>because of</i>

Prefixes

Jeg vet at...
I know that...

Jeg vitner om at...
I testify that...

Preposition	Verb	SV	OV
Gjennom Through	Bønn prayer	Kan vi we can	føle fred feel peace
På grunn av Because of	Omvendelse repentance	må vi we must	bli rene be clean
	dåp baptism		ha håp have hope
			få tilgivelse receive forgiveness

Subject	Verb	Object
Gud God	Elsker Loves	deg you
Han He	Velsigner Blesses	familier families
Jesus Kristus Jesus Christ	Sendte Sent	sin sønn his son

Conjunction	Subject	Verb object
Fordi Because	Gud God	svarte min bønn answered my prayer
	Jeg I	føle Guds kjærlighet feel Gods love
		leser i Mormons bok read in the book of mormon

Subject	Verb	Object
Mormons Bok The book of Mormon	er is	sann true
Kirken The church	var was	Guds ord the word of God
Joseph Smith Joseph Smith		en sann profet a true prophet

Task: Extend Invitations

Prework (30 min):

Memorize the following vocabulary before class to prepare for in-class instruction.

Nouns	
et svar	<i>answer</i>
en kjærlighet	<i>love</i>
et budskap	<i>message</i>
en sannhet	<i>truthfulness</i>
et eksempel	<i>example</i>
følelser	<i>feelings</i>
en viktighet	<i>importance</i>
en hensikt	<i>intention</i>

Adverbs	
hver uke	<i>weekly</i>
daglig	<i>daily</i>
ikveld	<i>tonight</i>
denne uken	<i>this week</i>
oppriktig	<i>sincerely</i>
hver dag	<i>each day</i>
trofast	<i>faithfully</i>

Verbs	
å delta	<i>to attend</i>
å se etter	<i>to look for</i>
å få	<i>to receive</i>
å finne	<i>to find</i>
å tenke	<i>to think</i>
å lære	<i>to learn</i>
å følge	<i>to follow</i>
å forstå	<i>to understand</i>

Prepositions	
om	<i>about</i>

In-Class Practice:

Practice different invitations with your companion. Focus on extending invitations that will help your investigator come closer to Christ and that help prepare them for baptism.

Additional Practice:

Plan out with your companion which invitations you will extend to your investigator during your next visit with them. Then practice these invitations with another companionship. Together, practice the commitment pattern of extending an invitation, promising blessings, and following-up.

Extend Invitation

Vil <i>Will</i>	du <i>you</i>	be <i>pray</i>	ikveld <i>tonight</i>
		be som familie <i>pray as a family</i>	før vi kommer tilbake <i>before we come back</i>
		lese Mormons bok <i>read the Book of Mormon</i>	hver dag <i>every day</i>

Setting Appointments and Baptismal Dates

Helping Verb	Subject	Verb (unconjugated)	Preposition	Day of the Week* (see Appendix for more)	Article	Ordinal Number
Kan <i>Can</i>	vi <i>we</i>	komme tilbake <i>come back</i>	på <i>on</i>	mandag <i>Monday</i>	den <i>the</i>	første – 1st
Vil <i>Want</i>	du <i>you</i>	bli døpt <i>[to] be baptized</i>		tirsdag <i>Tuesday</i>		andre – 2nd
				fredag <i>Friday</i>		tredje – 3rd
				lørdag <i>Saturday</i>		fjerde – 4th
						femte – 5th
						tiende – 10th
						tjuende – 20th
						tredevte – 30th

Promise Blessings/ Testify

Prefixes

Jeg <i>I</i>	vet at ... <i>know that ...</i>
Vi <i>We</i>	lover deg at ... <i>promise you that ...</i>

Dependent Clause			Independent Clause			
	Subject	Verb (Conjugated)	Helping Verb	Subject	Verb (unconj)	Object
Når <i>When</i>	du <i>you</i>	blir døpt <i>are baptized</i>	kan <i>can</i>	du <i>you</i>	føle <i>feel</i>	Guds kjærlighet <i>God's love</i>
Hvis <i>If</i>	dere <i>you all</i>	kommer til kirken <i>come to church</i>	skal <i>shall</i>	dere <i>you all</i>	forstå <i>understand</i>	fred <i>peace</i>
Etter <i>After</i>	vi <i>we</i>	holder bønn <i>say a prayer</i>		vi <i>we</i>	komme <i>come</i>	nærmere Gud <i>nearer God</i>
		leser Mormons Bok <i>read the book of Mormon</i>			få vite <i>find out</i>	sannheten om _____ <i>the truth about _____</i>

* Days of the week are found...

Task: Share a Scripture

Prework

Review the words and familiarize yourself with the words and phrases of the task. Study the Cardinal Numbers (one, two, etc.) as found in the Appendix.

Memorize the following question words:

Norwegian	English
hvem	<i>who</i>
hva	<i>what</i>
når	<i>when</i>
hvor	<i>where</i>
hvorfor	<i>why</i>
hvordan	<i>how</i>

With your companion, go through your lesson plan and decide how you will use the scriptures in your next lesson. Write down below the scriptures that you plan on using in your lesson, and discuss with your companion the main message that you would like your investigator to understand from reading that scripture. Record your thoughts below:

[illegible]

Introducing the Scripture

Slå opp <i>Open to</i>	Moroni's bok <i>the Book of Moroni</i>	kapittel <i>chapter</i>	to <i>ten</i>	vers <i>verse</i>	tre <i>three</i>	til og med <i>to (and with)</i>	fem <i>five</i>
Kan du lese <i>Can you read</i>	Jakobsbrev <i>the Epistle of James</i>		ett <i>one</i>		fem <i>five</i>		seks <i>six</i>

Ask Questions

Question Word	Helping Verb	Subject	Verb	Direct Object	Preposition	Indirect Object	
(Hvordan) <i>(how)</i>	kan <i>can</i>	vi <i>we</i>	få vite om <i>find out about</i>	sannheten <i>the truth</i>	gjennom <i>through</i>	Den hellige ånd <i>the Holy Ghost</i>	(?) (?)
(Hvorfor) <i>(why)</i>	må <i>must</i>	man <i>one</i>	be om <i>pray for</i>	et svar <i>an answer</i>	fra <i>from</i>	Gud <i>God</i>	(?) (?)
(Når) <i>(when)</i>	skal <i>will (shall)</i>	dere <i>you all</i>	følge <i>follow</i>	Kristi lære <i>Christ's teaching</i>			(?) (?)
(Hva) <i>(what)</i>		du <i>you</i>	føle <i>feel</i>	kjærlighet <i>love</i>	takk til <i>thanks to</i>	Jesu Kristi forsoning <i>the Atonement of Jesus Christ</i>	(?) (?)
(Hvem) <i>(who)</i>			gjenkjenne <i>recognize</i>	veiledning <i>guidance</i>		følelser <i>feelings</i>	(?) (?)

Explain the Scripture

Jakob <i>James</i>	forteller <i>tells</i>	oss <i>us</i>		vi <i>we</i>	kan <i>can</i>
Moroni <i>Moroni</i>	lover <i>promises</i>	deg <i>you</i>	at <i>that</i>	du <i>you</i>	må <i>must</i>
Mormon <i>Mormon</i>	forklarer til <i>explains to</i>	kirken <i>the church</i>		det <i>it</i>	skal <i>will (shall)</i>

Task: Share an Experience

Prework

Review the words and familiarize yourself with the words and phrases of the task.

Study Josph Smith's experience in Joseph Smith History and practice reading the first vision in Norwegian which is found in the Restoration pamphlet (Gjenoppretelsen) p.11

Memorize the verbs found in the board display

Verbs (infinitive)	
å se	<i>to see</i>
å besøke	<i>to visit</i>
å søke	<i>to search</i>
å spørre	<i>to ask</i>
å lytte	<i>to listen</i>
å vise	<i>to show</i>
å peke på	<i>to point to</i>
å fortelle	<i>to tell</i>

Verbs (past tense)	
så	<i>saw</i>
besøkte	<i>visited</i>
søkte	<i>searched</i>
spurte	<i>asked</i>
lyttet	<i>listened</i>
viste	<i>showed</i>
pekte på	<i>pointed to</i>
fortalte	<i>told</i>

With your companion, go through your lesson plan and decide what experiences you will share in your next lesson. Discuss what questions you will ask in order to help your investigator share their own spiritual experiences.

Subject	Past Verb	Inf. Verb	Prep	Noun Phrase		Phrase	Conj	Verb	Subject	Verb+Noun
Joseph Smith <i>Joseph Smith</i>	ville <i>wanted</i>	å vite <i>to know</i>	om <i>if</i>	den sanne kirken <i>the true church</i>		fantas, <i>existed,</i>	derfor <i>therefore</i>	begynte <i>began</i>	han <i>he</i>	å besøke mange kirker. <i>to visit many churches.</i>
Han <i>He</i>	ønsket <i>desired</i>	å forstå <i>to understand</i>		en barmhjertig Gud <i>a merciful God</i>						sann <i>true</i>
Jag <i>I</i>	søkte <i>sought</i>	å få vite <i>to find out</i>		syndenes forlatelse <i>forgiveness of sins</i>		å be til Gud. <i>to pray to God.</i>				
				kirken <i>the church</i>	var <i>was</i>	å studere i Biblen. <i>to study the Bible.</i>				
				Guds plan <i>God's plan</i>					jeg <i>I</i>	å utøve tro på Kristus. <i>to exercise faith in Christ.</i>

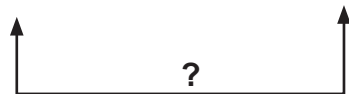
Subject	Verb	Object	Transitional Phrase	Verb	Subject	Conj	God	Phrase
Joseph Smith <i>Joseph Smith</i>	så <i>saw</i>	Gud og Jesus Kristus. <i>God and Jesus Christ.</i>	Som konsekvens, <i>As a consequence,</i> På grunn av dette, <i>Because of this,</i>	lærte <i>learned</i>	han <i>he</i>	at <i>that</i>	Gud <i>God</i>	og Kristus er adskilte personer. <i>and Christ are separate beings</i>
Han <i>He</i>	hørte <i>heard</i>	Guds røst. <i>God's voice.</i>		visste <i>knew</i>	jeg <i>I</i>			har en fysisk kropp. <i>has a physical body</i>
Jeg <i>I</i>	fikk <i>received</i>	et svar. <i>an answer.</i>		vet <i>know</i>	jeg <i>I</i>			svarer bønner. <i>answers prayers</i>
Vi <i>We</i>	følte <i>felt</i>	en sterk følelse. <i>a strong feeling.</i>		forstår <i>understand</i>	vi <i>we</i>			bryr seg om sine barn. <i>cares about his children</i>

Transition	Verb	Subject	(no)	Conj	Subject	Verb	Object
Før dette, <i>Before this,</i>	trodde <i>believed</i>	Joseph <i>Joseph</i>	(ikke) <i>(not)</i>	at <i>that</i>	Gud <i>God</i>	hører <i>hear(s)</i>	sine barn. <i>his children.</i>
Etter det <i>After that,</i>	forsto <i>understood</i>	han <i>he</i>			Jesus Kristus <i>Jesus Christ</i>	veileder <i>guide(s)</i>	meg. <i>me.</i>
Da <i>Then,</i>	visste <i>knew</i>	jeg <i>I</i>			de <i>they</i>	velsigner <i>bless(es)</i>	oss. <i>us.</i>
På denne måten <i>In this way</i>						helbreder <i>heal(s)</i>	alle. <i>everyone.</i>

Q Word	Verb	Sub	Object	
Hvordan <i>How</i>	ser <i>see</i>	du <i>you</i>	Guds hjelp <i>God's help</i>	i hverdagsliv? <i>in daily life?</i>
Når <i>When</i>	opplever <i>experience</i>	vi <i>we</i>	veiledning <i>guidance</i>	på jobb? <i>on the job?</i>
	hjelper <i>help(s)</i>		sannheten <i>the truth</i>	med familien? <i>with the family?</i>

Object Pronouns

	Gud <i>God</i>	elsker <i>loves</i>	meg. <i>me.</i>	
Ja, <i>Yes,</i>	Jesus Kristus <i>Jesus Christ</i>	elsker <i>loves</i>	meg <i>me</i>	(ikke) <i>(not)</i>
Nei, <i>No,</i>	Han <i>He</i>	bryr seg om <i>cares about</i>	deg <i>you (singular)</i>	
	Gud <i>God</i>	hjelper <i>helps</i>	ham <i>him</i>	
	Himmelske Fader <i>Heavenly Father</i>	kjenner <i>knows</i>	henne <i>her</i>	
		velsigner <i>blesses</i>	det <i>it (et nouns)</i>	
		forlater <i>forsakes</i>	den <i>it (en nouns)</i>	
			oss <i>us</i>	
			dere <i>you (plural)</i>	
			dem <i>them</i>	



Elsker Gud dem?

Does God love them?

Forlater Gud oss?

Does God forsake us?

Kjenner Gud dere?

Does God know you (all)

Ja, Gud elsker dem.

Yes, God loves them.

Nei, Gud forlater oss ikke.

No, God does not forsake us.

Ja, Gud kjenner oss.

Yes, God knows us.

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young man around 19 years old sitting on the sidewalk up ahead. As you walk, you realize that he's been watching you and when you are close enough, he signals for you to come over. He asks, "I've seen you guys walking around in several places just recently. I have heard that you teach people about God, who is He?"

1. Practice: In pairs, either you or your companion will take the role of the young man and the other will play the role of the missionary. Practice discussing who God and Jesus Christ are. The teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Switch roles, and rotate your practice companion as if you were on an exchange, and repeat the activity. The teacher will again move around among the missionaries and give needed help and encouragement.

Additional Scenario(s)

You are meeting with a young family and early on in your conversation the mother says: I'm confused about all the different things I hear about God. Tell me about who you believe God is.

Subject Pronouns

	Han <i>He</i>	er <i>is</i>		klar.* <i>ready.</i>
Ja, <i>Yes,</i>	Jeg <i>I</i>	er <i>am/are/is</i>	(ikke) <i>(not)</i>	flink <i>clever/skilled</i>
Nei, <i>No,</i>	Du <i>You</i>	var <i>was</i>		forvirret <i>confused</i>
	Han/Hun <i>He/She</i>	har vært <i>have been</i>		flittig <i>diligent</i>
	Den <i>It (en nouns)</i>			lydig <i>obedient</i>
	Det <i>It (et nouns)</i>			ferdig <i>finished</i>
	Vi <i>We</i>			klar <i>ready</i>
	Dere <i>You all</i>			Guds barn <i>child(ren) of God</i>
	De <i>They</i>			misjonær(er) <i>missionary(ies)</i>

Er du Guds barn?

Are you a child of God?

Er han klar?

Is he ready?

Er dere ferdige?

Are you all (y'all) finished?

Ja, jeg er Guds barn.

Yes, I am a child of God.

Nei, han er ikke klar.

No, he is not ready.

Ja, vi er ferdige.

Yes, we are finished.

**When the adjective is describing a plural (vi, dere, or de), add an "e" to the end of the adjective (Vi er klare).*

Scenario

You are at the Missionary Training Center and your teacher wants to speak as much Norwegian as possible to you. Your teacher recognizes that the first step to learning a language is to simply start using it. Use this board display to describe yourself and those around you.

1. Practice: Practice asking your companion questions in order to get to know him better and understand how he is feeling at the moment.

2. Re-practice: Switch roles.

Additional Scenario(s)

Now that you have learned some of the basic adjectives that describe yourself and others, think of additional adjectives that describe yourself and your classmates and take 10 minutes in order to look those words up in the back of this book under the appendix. Then, share the new sentences with your companion. As your companion shares his or her sentences with you, write down any new words that you hear.

Ja,
Yes,
Nei,
No,

*Subject Pronouns		Verb	*Object Pronouns		
Han		elsker	deg.		
<i>He</i>		<i>loves</i>	<i>you.</i>		
Jeg <i>I</i>	Du/Dere <i>You/You all</i>	har sendt <i>have/has sent</i>	meg <i>me</i>	deg/dere <i>you/you all</i>	hit til jorden <i>here to the earth</i>
Han <i>He</i>	Hun <i>She</i>	kan gi <i>can give</i>	ham <i>him</i>	henne <i>her</i>	fred <i>peace</i>
Vi <i>We</i>	De <i>They</i>	kjenner <i>know(s)</i>	oss <i>us</i>	dem <i>them</i>	veiledning <i>guidance/direction</i>
Den/Det <i>That/It</i>	Man <i>One</i>	vil hjelpe <i>want(s) to help</i>	den/det <i>that/it</i>	man <i>one</i>	trøst <i>comfort</i>
Gud <i>God</i>		elsker <i>love(s)</i>	Gud <i>God</i>		tilgivelse <i>forgiveness</i>
Jesus Kristus <i>Jesus Christ</i>		gir <i>give(s)</i>	våre undersøkere <i>our investigators</i>		personlig <i>personally</i>
Den hellige ånd <i>The Holy Ghost</i>		trøster <i>comfort(s)</i>	alle <i>everyone</i>		

↑ ? ↑

Har han sendt oss hit til jorden?

Has He sent us here to the earth?

Ja, Han har sendt oss hit til jorden

Yes, He has sent us here to the earth.

Trøster det deg?

Does that comfort you?

Ja, det trøster meg.

Yes, that comforts me

Nei, det trøster meg ikke.

No, that comforts me not.

*The subject is the one performing the action and the object is being acted on.

When negating a sentence, 'ikke' is usually the third element in the sentence (*Jeg vet ikke*)

Scenario

You and your companion are preparing to teach Johanna who said that she doesn't believe in God because she can't see any reason to believe that He cares about people with all the horrible things that go on in the world.

1. Practice: Teach her how God feels about His children and how He shows his love for them. Using a personal experience you have had and the vocabulary to the left, bear your testimony of God's love for you.

2. Re-practice: Switch

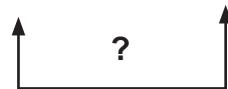
Additional Scenario(s)

Someone you meet on the street says, "If there is a God, he sure doesn't care about me." Teach this person about the nature of God.

Possessive Pronouns Part I

Ja,
Yes,
Nei,
No,

Det <i>That</i>	er <i>is</i>		min <i>my</i>	ordbok. <i>dictionary.</i>
Det <i>It/That</i>	er <i>is/am</i>	(ikke) <i>(not)</i>	min <i>my, mine</i> din <i>your(s)</i> vår <i>our(s)</i> (en)	bok <i>book</i> stol <i>chair</i>
De <i>They</i>			mitt <i>my, mine</i> ditt <i>your(s)</i> vårt <i>our(s)</i> (et)	skrivebord <i>desk</i> slips <i>tie</i>
Disse <i>These</i>				
Dette <i>This</i>			mine <i>my, mine</i> dine <i>your(s)</i> våre <i>our(s)</i> (pl.)	blyanter <i>pencils</i> papirer <i>papers</i>



Er de deres undersøkere?

Are they your investigators?

Ja, de er våre undersøkere.

Yes, they are our investigators.

Nei, de er ikke våre undersøkere.

No, they are not our investigators.

hans (his) hennes (hers) dets (its) and deres (yours/theirs) do not change regardless of noun gender.

Scenario

1. Practice: Take a couple of minutes to work individually, reviewing nouns learned in recent lessons found in the classroom, residence hall, or at home that you use frequently.

2. Re-practice: Working in pairs and using possessive pronouns, inquire of each other what they own or don't own, referring specifically to items in the classroom, residence hall, or at home. Try to really make this a useful practice so that you will never have to refer to these items again in your native language.

Additional Scenario(s)

Stand in a circle. Teacher explains that whoever is holding the ball or object "owns" the object. Teacher passes the ball or object to a missionary and asks each missionary whose ball it is.

Ja,
Yes,
Nei,
No,

Jesus Kristus <i>Jesus Christ</i>		er <i>is</i>	min <i>my</i>		frelser. <i>Savior.</i>
Jeg <i>I</i>	Vi <i>We</i>	er <i>is/am/are</i> (ikke) <i>(not)</i>	min (en) mitt (et) mine (pl)	vår (en) vårt (et) våre (pl)	Frelser <i>Savior</i>
Du <i>You</i>	Dere <i>You all</i>		din (en) ditt (et) dine (pl)	deres <i>your (pl)</i>	himmeIske Fader <i>Heavenly Father</i> (en)
Han/Hun <i>He/She</i>	De <i>They</i>		hans hennes dets	deres <i>their</i> ens <i>one's</i>	sønn/datter <i>son/daughter</i>
Den/Det <i>That/It</i>	Man <i>One</i>				eksempel <i>example</i>
Jesus Kristus <i>Jesus Christ</i>			Jesu Kristi <i>Jesus Christ's</i>		barn <i>child</i> (et)
Gud <i>God</i>			Guds <i>God's</i>		lys <i>light</i>
Den hellige ånd <i>The Holy Ghost</i>					forbilder <i>role models</i>
					venner <i>friends</i> (pl)
					barn <i>children</i>

Er Jesus Kristus min Frelser?

Is Jesus Christ my Savior?

Ja, Jesus Kristus er din Frelser.

Yes, Jesus Christ is your Savior.

Er Jesus Kristus min himmeIske Fader?

Is Jesus Christ my Heavenly Father?

Nei, Jesus Kristus er ikke din himmeIske Fader.

No, Jesus Christ is not your Heavenly Father.

When negating a sentence, make sure that 'ikke' is the third part of speech in the sentence.

Scenario

Practice: Write a personal testimony of the Godhead in your study journal or hold a short testimony meeting with the members of your district.

Additional Scenario(s)

You are riding on a bus in Borås when a man, who claims to be catholic, ask you about your views on God and Jesus Christ being one person. Using the vocabulary you know, teach him simply and testify about the Godhead.

Ja,
Yes,
Nei,
No,

Han <i>He</i>	elsker <i>loves</i>		sin <i>his</i>	kone. <i>wife.</i>	
Han <i>He</i>	elsker <i>loves</i>	(ikke) <i>not</i>	sin <i>his own/her own/ their own</i>	kone <i>wife</i>	(en)
Hun <i>She</i>	underviser <i>teaches</i>			mann <i>husband</i>	
Ole <i>Ole</i>	bryr seg om <i>cares about</i>			familie <i>family</i>	
Marita <i>Marita</i>	beskytter <i>protects</i>		sitt <i>his own/her own/ their own</i>	barn <i>child</i>	(et)
De <i>They</i>	lytter til <i>listens to</i>			hus <i>house</i>	
Gud <i>God</i>	snakker med <i>talks with</i>			hjem <i>home</i>	
	forstår <i>understands</i>		sine <i>his own/her own/ their own</i>	barn <i>children</i>	(pl)
				søsken <i>siblings</i>	
				brødre <i>brother</i>	
				søstre <i>sisters</i>	



Forstår Ole sine søsken?

Does Ole understand his siblings?

Ja, Ole forstår sine søsken.

Yes, Ole understand his siblings.

Elsker hun sitt hus?

Does she love her house?

Nei, hun elsker ikke sitt hus.

No, she doesn't love her house.

When negating a sentence, make sure that 'ikke' is the third part of speech in the sentence.

Scenario

1. Practice: On a piece of paper, using sin, sitt or sine along with the other possessive pronouns you have learned (hans, hennes, deres etc...) translate the following sentences.

- | | |
|--|-------------------------------|
| -They want to bring their kids. | -He is His son. |
| -She loves his brother. | -He talks to her sister. |
| -He loves his sister. | -He protects his sister. |
| -He loves his parents. | -She loves her siblings. |
| -She doesn't like his parents. | -They love their family. |
| -Mats takes care of his (Jesper's) bike. | -Ruth is talking to her kids. |
| -Birgitta provides for her kids. | -They are her siblings. |
| -He provides for her siblings. | -He is her brother. |
| -He doesn't provide for his siblings. | -He loves his wife. |
| -They provide for their children. | -God sent His son. |
| -Birgitta also provides for her (Ruth's) kids. | |
| -They understand their (the Jensen's) family. | |

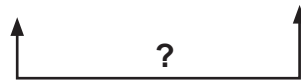
2. Re-practice: After writing down the translations, check your answers with your companion.

Additional Scenario(s)

As you are teaching the Olsson Family, they want to know about the church's view on families and the role of the husband and wife. Teach them about the role of parents in the church.

Ja,
Yes,
Nei,
No,

Vi <i>We</i>	vil <i>want to</i>		hjelpe <i>help</i>	deg. <i>you.</i>
Medlemmene <i>The members</i>	skal <i>will/are going to</i>	(ikke) <i>(not)</i>	lese <i>read</i>	Mormons Bok <i>the Book of Mormon</i>
Vi <i>We</i>	kan <i>can</i>		studere <i>study</i>	hver dag <i>every day</i>
Du <i>You</i>	må <i>must/have to</i>		be (om) <i>pray (about)</i>	i kveld <i>tonight</i>
Din familie <i>Your family</i>	vil <i>want/will</i>		hjelpe <i>help</i>	deg <i>you</i>
Gud <i>God</i>			gi <i>give</i>	svar <i>answers</i>
Den hellige ånd <i>The Holy Ghost</i>			sende <i>send</i>	velsignelser <i>blessings</i>
				hjelp <i>help</i>



Vil du lese Mormons bok?

Will you read the Book of Mormon?

Ja, jeg vil lese Mormons bok.

Yes, I want to read the Book of Mormon.

Nei, jeg skal ikke lese Mormons bok.

No, I will not read the Book of Mormon.

Scenario

Jakob is a non-denominational Christian who has been searching for the truth for a long time. You have just finished teaching him the first lesson up through the Book of Mormon. He then says, “Jeg synes at deres budskap er veldig interessant, men hvordan kan jeg selv vite om det er noe som er riktig for meg?”

1. Preparation: Give the missionaries a couple of minutes to practice with their companion what they would say to Jakob. Encourage them to explain how by keeping the commitments the missionaries give them will help them find out if it's true.

2. Practice: Put the missionaries in groups of two, not necessarily with their companions. Have each missionary take a turn teaching the other as if they were Jakob. Encourage them to invite Jakob to read and pray so that he can know for himself that the message is true and to explain to Jakob what he can expect if he does.

3. Re-practice: Switch.

Additional Scenario(s)

Pick any commandment from chapter four of Preach My Gospel and practice explaining the blessings that will come to an investigator if they obey that commandment.

Verbs (Modals and Infinitive) Part 1

Ja
Yes

Nei
No

	(modal)		(infinitive)	
Vi <i>We</i>	vil <i>want to</i>		hjelpe <i>help</i>	deg. <i>you.</i>
Medlemmene <i>The members</i>	skal <i>will/are going to</i>	(ikke) <i>(not)</i>	lese <i>read</i>	Mormons Bok <i>the Book of Mormon</i>
Vi <i>We</i>	kan <i>can</i>		studere <i>study</i>	hver dag <i>every day</i>
Du <i>You</i>	må <i>must/have to</i>		be (om) <i>pray (about)</i>	i kveld <i>tonight</i>
Vi <i>We</i>	ville <i>Wanted to/would</i>		gi <i>give</i>	velsignelser <i>blessings</i>
Den Hellige ånd <i>The Holy Ghost</i>	måtte <i>had to</i>		bekreft <i>confirm</i>	svar <i>answers</i>

↑ ? ↑

Vil du lese Mormons bok?

Will you read the Book of Mormon?

Ja, jeg vil lese Mormons bok.

Yes, I want to read the Book of Mormon.

Nei, jeg skal ikke lese Mormons bok.

No, I will not read the Book of Mormon.

When using modal verbs, the infinitive form of the main verb is used, not present tense ("Vi vil lese" not "Vi vil leser")

Scenario

Olav is a non-denominational Christian who has been searching for the truth for a long time. You have just finished teaching him the message of the Restoration up to the Book of Mormon. He then says, “jeg synes ditt budskap er veldig interessant, men hvordan kan jeg selv vite om det er noe riktig for meg? Og hvordan vil det hjelpe meg?”

1. Preparation: Give the missionaries a couple of minutes to practice with their companion what they would say to Olav. Encourage them to explain how the Holy Ghost will teach them.

2. Practice: Put the missionaries in groups of two. Have each missionary take a turn teaching the other as if they were Olav. Encourage them to invite Olav to read and pray so he can know for himself that the message is true and can bless his life.

3. Re-practice: Switch partners and rotate as needed.

Additional Scenario(s)

Pick any commandment for chapter four of Preach My Gospel and practice explaining the blessings that will come to an investigator if they obey that commandment

Indefinite and Definite Nouns

Ja,
Yes,
Nei,
No,

Sannheten <i>The truth</i>		ble <i>was/became</i>		tapt. <i>lost.</i>
Sannhet <i>Truth</i>		ble <i>was/became</i>	(ikke) <i>(not)</i>	tapt <i>lost</i>
Profet <i>Prophet</i>	+en <i>the (singular)</i>	lærer om <i>teaches about</i>		drept <i>killed</i>
Apostel <i>Apostle</i>		skjedde <i>happened</i>		tatt fra jorden <i>taken from the earth</i>
Menneske <i>Person</i>		lyttet (ikke) til <i>listened (not) to</i>		Jesus Kristus <i>Jesus Christ</i>
Frafall <i>Apostasy</i>	+et <i>the (singular)</i>	forkastet <i>rejected</i>		etter Jesus Kristus dødde <i>after Jesus Christ died</i>
Prestedømme <i>Priesthood</i>				profetene <i>the prophets</i>
				Guds ord <i>God's word</i>
	+ene <i>the (plural)</i> ?			

Ble sannheten tapt?

Was the truth lost?

Ja, sannheten ble tapt etter Jesus Kristus dødde.

Yes, the truth was lost after Jesus Christ died.

Nei, sannheten ble ikke tapt etter Joseph Smith dødde.

No, the truth was not lost after Joseph Smith died.

Scenario

Jan Olav has been meeting with the missionaries for about a year. Before he met the missionaries, he was an active member of his church. He likes many different aspects of the church but when he was committed to baptism last week he expressed a concern that he didn't understand why he had to be baptized again. Teach Jan Olav about the Great Apostasy so that he understands the need for a restoration and a need to be baptized with those restored keys.

1. Preparation: Using the board display, you and your companion will prepare a short lesson plan to teach Jan Olav about the great Apostasy. Be sure to help him understand that the truth was lost and that it had to be restored.

2. Practice: Divide up into companionships and have one of the missionaries from the other companionship play the role of Jan Olav.

3. Re-practice: Switch roles.

Ja,
Yes,
Nei,
No,

Joseph Smith <i>Joseph Smith</i>	gjenopprettet <i>restored</i>	evangeliet. <i>the gospel.</i>
Himmelske Fader <i>Heavenly Father</i>	bekreft <i>confirm</i>	+ et <i>confirmed</i>
Mennesker <i>People</i>	lytte <i>listen</i>	+ et <i>listened</i>
Den hellige ånd <i>The Holy Ghost</i>	høre <i>hear</i>	+ te <i>heard</i>
Joseph Smith <i>Joseph Smith</i>	besøke <i>visit</i>	+ te <i>visited</i>
Jesus Kristus <i>Jesus Christ</i>	prøve <i>try</i>	+ de <i>tried</i>
	etterleve <i>live</i>	+ de <i>lived</i>
	tro <i>believe</i>	+ dde <i>believed</i>

?

Besøkte Himmelske Fader Joseph Smith?

Did Heavenly Father visit Joseph Smith?

Ja, Himmelske Fader besøkte Joseph Smith.

Yes, Heavenly Father visited Joseph Smith.

Nei, Himmelske Fader og Jesus Kristus besøkte Joseph Smith.

No, Heavenly Father and Jesus Christ visited Joseph Smith.

Scenario

You are teaching the restoration to your investigator, Tor Bjørn and his wife Karoline. They have questions and you want to take the time necessary (10 to 15 minutes) to answer and discuss as many details as they want to. You decide to use the brochure for the first lesson, use the pictures and a couple of key scriptures from Joseph Smith's own account that might help clarify for them.

1. Practice: Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point, discuss the restoration of the gospel through the Prophet Joseph Smith with one missionary taking the role of the investigator and the other one the missionary.

2. Re-practice: Switch roles, and rotate practice companions and repeat the activity. The teacher will move around among the missionaries and give needed help and encouragement.

Additional Scenario(s)

Today is your preparation day and you are at the local library sending emails to your family. Just as you finish, a young person comes up to you and says that he/she recognizes you as missionaries for the Mormon Church and has a couple of questions for you. You agree to spend a few minutes, sit down at a table, and she tells you that she has been reading about Joseph Smith. With one missionary taking the role of the young person, and the other the missionary, discuss the restoration of the gospel through the Prophet Joseph Smith.

Past Participle

Ja,
Yes,
Nei,
No,

Jeg <i>I</i>	har <i>have</i>		lest <i>read</i>		kapitlet. <i>the chapter.</i>
Jeg <i>I</i>	har <i>has/have</i>	(ikke) <i>(not)</i>	bekrefte <i>confirm</i>	+ et <i>confirmed</i>	kapitlet <i>the chapter</i>
Du <i>You</i>			lytte <i>listen</i>	+ et <i>listened</i>	disse versene <i>these verses</i>
Dere <i>You all</i>			studere <i>study</i>	+ t <i>studied</i>	avtalen <i>the appointment</i>
Vi <i>We</i>			lese <i>read</i>	+ t <i>read</i>	det budet <i>that commandment</i>
			prøve <i>try</i>	+ d <i>tried</i>	forslagene <i>the suggestions</i>
			etterleve <i>live</i>	+ d <i>lived</i>	skriftene <i>the scriptures</i>
			nå <i>reach (goal)</i>	+ dd <i>reached</i>	heftet <i>the pamphlet</i>
					målet <i>the goal</i>



Har dere lest kapitlet?

Have you all read the chapter?

Ja, vi har lest kapitlet.

Yes, we have read the chapter.

Nei, vi har ikke lest kapitlet.

No, we have not read the chapter.

For the first three common past participle endings make sure that you take off the e of the infinitive before adding the past participle. For example:
å studere is har studert

Scenario

After each of your seven appointments yesterday, you and your companion told each one that you would call them today to see how it was going with the commitments they've made. Anders and Kristen were both committed to read and pray about the Book of Mormon, Lars was committed to start his first week of no smoking or drinking today, Lotte promised to tell her boyfriend about her commitment to obey the law of chastity, Bjørn and Kristina were both committed to go to institute for the first time and read Alma chapter 32, and Palle was going to ask his boss for work off on Sundays.

1. Practice: While half the district plays the role of the seven investigators, the rest pretend to call each of them to follow up with their commitments.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Write down how you are planning to follow up on the commitments you've extended to investigators in recent lessons (even if it was a role play) in Norwegian. Use your planner to schedule when you will follow up with these individuals and follow through.



Conceptual Practice: Do/Does/Did – Forming Questions

When asking questions in English, we almost always use the words do/does/did (What do you think?). In Norwegian, however, do/does/did are taken out of the sentence. Along with taking out the do/does/did, the verb and subject of the sentence switch places; or in other words, the sentence will always start with the verb or a question word (who, what, where, when, why, how). This may seem confusing at first, but with a little repetition, it becomes quite simple. Remember also to make sure that the tenses agree (present-do/does and past-did). Try the following examples:

What do you think? = *What think you?*

Does he think you will? = *Thinks he you will?*

Why did they come? = *Why *came they?*

Do they have a chance? = *Have they a chance?*

***How did it go?**
Do you understand?
Why does Heavenly Father love us?
How does that sound?
What did Joseph Smith do?
Do we want to try it?
How did that happen?
Did she say why?
What do you mean?
Did you know that?
How did you receive an answer?

Do you believe in God?
Did you read the Book of Mormon
What did you think of church?
When do you want to be baptized?
Did you think to pray?
What did they think about it?
How did you figure it out?
Where did they find that?
How does this work?
When do you want to go?
Does the phone work?

***Hint:** If you can't figure out what verb tense to use, try answering the question in English. For example: "*How did it go?*" does not translate to, "*How goed it?*" rather "*How **went** it?*", because when you answer the initial question (How did it go?), you would answer by saying "*It **went** well.*"

Asking Questions

Hvor <i>Where</i>	ble <i>was</i>		Mormons bok <i>the Book of Mormon</i>	oversatt? <i>translated?</i>
Hvor <i>Where</i>	ble <i>was</i>	(ikke) <i>(not)</i>	Bibelen <i>the Bible</i>	gitt <i>given</i>
Når <i>When</i>			evangeliet <i>the gospel</i>	gjengitt <i>restored (regiven)</i>
Hvorfor <i>Why</i>			Jesu Kristi Kirke <i>the Church of Jesus Christ</i>	gjenopprettet <i>restored (reestablished)</i>
Hvordan <i>How</i>			Joseph Smith <i>Joseph Smith</i>	kalt <i>called</i>
			misjonærene <i>the missionaries</i>	født <i>born</i>
			du <i>you</i>	sendt <i>sent</i>
Hva <i>What</i>	ble <i>was</i>	(ikke) <i>(not)</i>		
Hvem <i>Who</i>				

Når ble Joseph Smith født?

When was Joseph Smith born?

Hvorfor ble evangeliet gjengitt?

Why was the gospel restored?

Hvor ble Jesu Kristi Kirke gjenopprettet?

Where was the Church of Jesus Christ restored?

When using the English "how" with an adjective or adverb, use the Norwegian **hvor**, not **hvordan** i.e. **hvor mange** (how many).

Scenario

You are teaching the restoration to your investigator, Kjell Arne and his wife Dina. They have questions about the Restoration and asked that you come over to their home for a quick visit (10 to 15 minutes) so that they can ask their questions to you.

1. Practice: Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point, take turns playing the role of the investigator. The investigator will ask his or her companion a few questions regarding the 1st lesson by using the vocabulary learned in the board display. The missionary will then respond to those questions using vocabulary learned in previous lessons.

2. Re-practice: Switch roles, and rotate practice companions and repeat the activity. The teacher will move around among them and give needed help and encouragement.

Additional Scenario(s)

You and your companion are on a bus heading to your next appointment when the two of you notice a young Norwegian boy keep glancing over at the two of you. After a few minutes, the Norwegian boy introduces himself as Vedbjørn and tells you that his foster parents are members and that he has had questions about the church, but he hasn't ever really talked with them about the church. Taking turns you and your companion will play the role of Vedbjørn and ask each other questions regarding the Restoration and particularly Joseph Smith.

Indefinite Adjective Endings

	Vi <i>We</i>	har <i>have</i>		en <i>a</i>	fin <i>fine (good)</i>		stol. <i>chair.</i>
Ja, <i>Yes,</i> Nei, <i>No,</i>	Jeg <i>I</i>	har <i>have/has</i>	(ikke) <i>(not)</i>	en	stor <i>big</i>	—	stol <i>chair (en)</i>
	Du <i>You</i>	liker <i>like</i>			brun <i>brown</i>		bok <i>book (en)</i>
	Det <i>It</i>	ønsker <i>want</i>		et	hard <i>hard</i>	+t	skrivebord <i>desk (et)</i>
	Dette <i>This</i>	er <i>is/am/are</i>			fin <i>fine, nice</i>		slips <i>tie (et)</i>
	Dere <i>You all</i>			(plural)	dyr <i>expensive</i>	+e	blyanter <i>pencils (pl)</i>
	Disse <i>These</i>						papirer <i>papers (pl)</i>
	Det <i>That</i>						

Er dette et fint slips?

Is this a nice tie?

Ja, det er et fint slips.

Yes, that is a nice tie.

Nei, det er ikke et fint slips.

No, that is not a nice tie.

Har dere dyre blyanter?

Do you all have expensive pencils?

Ja, vi har dyre blyanter.

Yes, we have expensive pencils.

Nei, vi har ikke dyre blyanter.

No, we do not have expensive pencils.

Scenario

1. Practice: You will have a couple of minutes to work individually, reviewing adjectives learned in recent lessons. Take time to look up any adjectives that you would want to use in describing nearby objects.

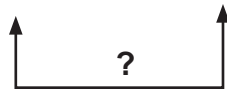
2. Re-practice: Working in pairs and using adjectives, describe objects in the classroom, residence hall, or at home.

Additional Scenario

Write five short sentences about things that you expect from a missionary visit. Share these with your companion and have him/her translate them back into English. Keep in mind the adjectives you want to use that describes the visit.

Demonstrative Pronouns

	Kirken <i>The church</i>	ligger <i>lies (is located)</i>		bak <i>behind</i>	den <i>that</i>	bygningen. <i>building.</i>
Ja, Yes, Nei, No,	Kirken <i>The church</i>	ligger <i>lies/is (located)</i>	(ikke) <i>(not)</i>	bak <i>behind</i>	den <i>(en) that</i>	bygningen <i>(en) building</i>
	Parken <i>The park</i>			foran <i>in front of</i>	denne <i>this</i>	banken <i>bank</i>
	Det <i>It</i>			ved siden av <i>beside/next to</i>		
	Huset <i>The house</i>			i nærheten av <i>in the area of / around</i>	det <i>(et) that</i>	sykehuset <i>(et) hospital</i>
	Biblioteket <i>The library</i>				dette <i>this</i>	posthuset <i>post office</i>
					de <i>(pl) those</i>	trærne <i>(pl) trees</i>
					disse <i>these</i>	butikkene <i>stores</i>



Hvor ligger ____?

Where is ____?

Ligger huset ved siden av det norske posthuset?

Is the house beside the Norwegian post office?

Ja, huset ligger ved siden av det norske posthuset.

Yes, the house is beside the Norwegian post office.

Nei, huset ligger ikke ved siden av det norske posthuset.

No, the house is not beside the Norwegian post office.

The definite form of the noun is used when using definite pronouns and adjectives. i.e. banken, not bank.

Scenario

Quickly draw the aerial view of a fictional town on the chalk board or white board. Make sure it has at least a church, park, post office, trees, stores, bank, hospital, houses, and interconnecting streets.

1. Practice: Take a couple of minutes to review the grammar and vocabulary for giving directions. After dividing into groups of two, pick a starting point on the map. Have the teacher then tell one person in each group where the end destination is. The person who knows the destination then gives directions to his or her partner without saying the name of the destination and without pointing.

2. Re-practice: Switch roles and rotate partners.

Additional Scenario(s)

Everyone in the group agrees on a starting point using a map or a drawing on the board in the classroom. Have the teacher or one missionary give directions in Norwegian to an unknown point on the map without pointing or saying the name of the place. Everyone else follows the directions in their mind. Try to find the correct spot the direction giver is describing.



Use *når* when referring to an event or period of time in the future, and whenever you can replace *when* with *whenever* in referring to the future or the past without changing the meaning of the sentence. Use *da* when referring to an unrepeatable event or period in the past.

- When is she coming?
- She's coming when she feels like it.
- When I was in Norway, I ate pastries.
- When I am in Norway, I eat pastries.
- When were you a missionary?
- I was a missionary when I was young.
- They know when he reads.
- I don't know when Christ will come again.
- He laughs when you tickle him.
- He was baptized when he was eight.
- She sings loudly when the organ plays.
- When does the organ play?
- The organ plays when we're in church.
- She learned a lot when she was in Oslo.
- He learns a lot when he studies diligently.

Using “When” (Da vs Når)

Ja,
Yes,
Nei,
No,

Jeg fikk			et svar	da	jeg	ba	i går kveld	(Specific past event)
I	received		an answer	when	I	prayed	last night	
De	får	(ikke)	svar	når	de	ber	om Mormons bok	(Recurring event)
They	receive	(not)	answers	when (ever)	they	pray	about the Book of Mormon	
Han	ble		døpt	da	han	leste	Mormons bok	(Specific past event)
He	became		baptized	when	he	read	the Book of Mormon	
Du	blir		lykkelig	når	du	leser	Mormons bok	(Future event)
You	will be		happy	when (ever)	you	read	the Book of Mormon	
Han	følte		ånden	_____	han	leste	Moroni 10	?
He	felt		the spirit		he	read	Moroni 10	To form a question, switch the subject and verb of the main phrase (not the da/når phrase).
Vi	skulle		be	_____	vi	har	spørsmål	
We	should		pray		we	have	questions	

Når har du følt ånden?

When have you felt the Spirit?

Jeg føler ånden når jeg ber.

I feel the Spirit when I pray.

Jeg følte ånden da jeg ba i går kveld.

I felt the Spirit when I prayed last night.

Når ber du?

When do you pray?

Jeg ber når jeg trenger svar.

I pray when I need answers.

Jeg ba da jeg leste ferdig Mormons bok.

I prayed when I finished reading the Book of Mormon.

When asking a question about time, use **når**, i.e **Når kommer toget?** (When comes the train?)

Scenario

You and your companion contacted a man named Jakob on the street and told him about the Book of Mormon. He agreed to meet with you and read the book. Since then, he has tried reading the Book of Mormon. Be prepared to share an experience about prayer and the Book of Mormon using the board display to help build Jakob's faith that God will answer his prayers.

1. Prepare: Take a few minutes to review the grammar and vocabulary words of the board display. Think of a few sentences that you could use to share an experience about the Book of Mormon to help Jakob. (The experiences can be made up).

2. Practice: Get with your companion and take turns practicing sharing an experience about prayer and the Book of Mormon. Try to include the word "when" in your sentences, but do not feel restricted to only sentences that include "when".

Additional Scenario(s)

Think of a specific experience that you have had with prayer or the Book of Mormon and look up the necessary vocabulary words in order to share that experience with Jakob.

Prepositions of Time

	Han <i>He</i>	ble <i>was</i>	døpt <i>baptized</i>	for <i>-</i>	fire år <i>four years</i>	siden. <i>ago.</i>
Ja, Yes, Nei, No,	Jeg <i>I</i>	går <i>goes, walks</i>	(ikke) <i>(not)</i>	om <i>in (how long until)</i>	fem minutter <i>five minutes</i>	
	Han <i>He</i>	kjør <i>drives</i>		i <i>for (duration)</i>	et øyeblikk <i>a moment</i>	
	De <i>They</i>	drar <i>leaves</i>		på <i>in (how long to complete)</i>	tre timer <i>three hours</i>	
	Toget <i>The train</i>	ankommer <i>arrives</i>			en måned <i>a month</i>	
	Bussen <i>The bus</i>	reiste <i>traveled</i>	(ikke) <i>(not)</i>	for ago*	et kvarter <i>fifteen minutes</i>	siden
	Undersøkeren <i>The investigator</i>	ble <i>was</i>	døpt <i>baptised</i>		en liten stund <i>a little while</i>	
		har <i>have</i>	(ikke) <i>(not)</i>	røykt <i>smoked</i>	på <i>in / for (negative)</i>	tjue dager <i>twenty days</i>
			drukket <i>drank</i>			

Reiser dere? Når?

Are you all traveling? When?

Drar toget om et øyeblikk?

Is the train leaving in a moment?

Har du sett bussen?

Have you seen the bus?

Ja, vi reiser om en måned.

Yes, we are travelling in a month.

Ja, toget drar om et øyeblikk.

Yes, the train is leaving in a moment.

Ja, jeg så bussen for fem minutter siden.

Yes, I saw the bus five minutes ago.

* For ... siden always requires use of the past tense form of the verb (i.e., Han reiste for to år siden - He traveled two years ago).

Scenario

You have recently been asked by the mission president to train a new missionary. He/she has just arrived at the apartment and needs to know what is scheduled. You are to give him an overview of the missionary schedule in general and then let him know what you are doing the rest of the day.

1. Prepare: Have the missionaries go to the tall lab and learn about numbers and time so that they will be able to use them together with the time prepositions.

2. Practice: With someone other than your companion, one of you will act as the missionary and the other as the new missionary. Using the vocabulary from the board display and other words that you know, make up a day that you can tell the new missionary. When telling him the schedule, try to use the time prepositions like “om” rather than just saying when it will happen. Instead of saying we have an appointment at 3 o'clock try to use the time prepositions instead. For example, “Vi har en avtale med en undersøker om en time.”

3. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

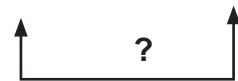
Additional Scenario(s)

A positive investigator who has taken a couple lessons asks you what your schedule as missionaries is like. Explain to her the missionary schedule in general. She then asks how often you have contact with your family. Explain to her how often you email and call.

Comparison and Superlative

Ja,
Yes,
Nei,
No,

Solen <i>The sun</i>	er <i>is</i>	klarere <i>brighter</i>	enn <i>than</i>	månen. <i>the moon.</i>
Det telestiale rike <i>The Telestial Kingdom</i>		klarere <i>brighter</i>		Det telestiale rike <i>The Telestial Kingdom</i>
Stjernene <i>The stars</i>		høyere <i>higher</i>	enn <i>than</i>	Stjernene <i>The stars</i>
Det terrestriale rike <i>The Terrestrial Kingdom</i>		lavere <i>lower</i>		Det terrestriale rike <i>The Terrestrial Kingdom</i>
Månen <i>The moon</i>	er <i>is</i>	(ikke) <i>(not)</i>		Månen <i>The moon</i>
Det celestiale rike <i>The Celestial Kingdom</i>		klarest <i>brightest</i>		Det celestiale rike <i>The Celestial Kingdom</i>
Solen <i>The sun</i>		det <i>the</i>		Solen <i>The sun</i>
		høyeste <i>highest</i>		riket <i>kingdom</i>
		laveste <i>lowest</i>		



Er Det terrestriale rike høyere enn Det celestiale rike?

Is The Terrestrial Kingdom higher than The Celestial Kingdom.

Nei, Det terrestriale rike er ikke høyere enn Det celestiale rike.

No, The Terrestrial Kingdom is not higher than The Celestial Kingdom.

Men det er høyere enn Det telestiale rike.

But it is higher than The Telestial Kingdom.

Scenario

You are teaching Patrick. He is a 23 year old engineering student. He and his parents are Protestant but in name only. Religion has never played a part in their life. Patrick knows about Christ because of the classes every Norwegian has to take in public school. You are teaching him about the plan of salvation, because he was curious about what happens after death.

1. Practice: Work with someone who is not your companion. One missionary plays the role of Patrick, and the other plays the role of the missionary. Using the grammar from this board display as well as any other grammar or vocabulary you know explain to Patrick what happens after this life. The person playing the role of Patrick should struggle understanding “church-type vocabulary” and ask the missionary questions.

2. Re-practice: Switch roles and repeat the practice activity. This time the missionary should attempt to teach about life after death using an analogy or story to help Patrick understand the three degrees of glory.

Additional Scenario(s)

You are teaching Lydia/Klaus for the first time. She/he has been a faithful catholic since she was born. She/he is from Poland where the people are very traditional and very catholic. She/he had a baby 3 years ago and the baby passed away before it could be baptized into the Catholic Church. Ever since then she/he has struggled to have faith because she/he doesn't see a reason that her/his baby should go to hell like she/he was taught in the Catholic Church. You have taught her/him about the plan of salvation. You just finished teaching about our life on earth and you asked her/him, “Have you ever thought about what happens after death?” She/he says, “Yes, yes, yes. I know all about heaven and hell.” You decide to explain the three degrees of glory so that she/he can see there is more than just heaven and hell.

Possessive Pronouns with Definite Nouns

	Jeg <i>I</i>	vasker <i>am washing</i>		skjortene <i>(the) shirts</i>		mine. <i>mine.</i>
Ja, <i>Yes,</i>	Jeg	trenger	(ikke)	sokk		min <i>my, mine</i>
Nei, <i>No,</i>	<i>I</i>	<i>need</i>	<i>(not)</i>	<i>sock</i>		din <i>your(s) (singular you)</i>
	Du	vasker		skjort	+en <i>(the, singular)</i>	vår <i>our(s)</i>
	<i>You</i>	<i>wash(ing)</i>		<i>shirt</i>		hans <i>his</i>
	Vi	er		sko		hennes <i>hers</i>
	<i>We</i>	<i>is</i>		<i>shoe</i>		deres <i>"y'alls", their(s)</i>
	Dette	pusser		belte	+et <i>(the, singular)</i>	dets/dens <i>its</i>
	<i>This</i>	<i>polishes</i>		<i>belt</i>		mine <i>my, mine</i>
	Det	rengjør		skjerf		dine <i>your(s) (singular you)</i>
	<i>That</i>	<i>clean</i>		<i>scarf</i>		våre <i>our(s)</i>
				slips	+ene <i>(the, plural)</i>	
				<i>tie</i>		

Trenger du sokken din?

Do you need your sock?

Ja, jeg trenger sokken min.

Yes, I need my sock.

Nei, jeg trenger ikke sokken min.

No, I don't need my sock.

Er dette beltet ditt?

Is this your belt?

Ja, det er beltet mitt.

Yes, that is my belt.

Nei, det er ikke beltet mitt. Er det ditt?

No, that is not my belt. Is it yours?

hans (his) hennes (hers) dets/dens (its) and deres (yours/theirs) do not change regardless of noun gender

In English, we use the word “*who*” as an interrogative pronoun as well as a relative pronoun. In Norwegian, *hvem* is the interrogative pronoun while *som* is the relative pronoun. Here are some easy tricks: 1. *Som* can always be used if you can replace “*who*” with “*that*” or “*which*” without changing the meaning of the sentence. For example, “That’s the man *who* I met yesterday” would use *som*. 2. For everything else, use *hvem*.

- Who are you?
- I’m the missionary who you met yesterday.
- Do you remember who I am?
- That’s the lady who we spoke with.
- There goes the man who sold me my bike.
- Who gave you that helmet?
- I can’t remember who gave it to me.
- It was me who gave it to you.
- Do you know who we are?
- We don’t know who you are.
- Would you like to learn more about who God is?
- Who gave you that book?
- The sister missionaries who I met in Spain gave me this book.
- I still write letters to the missionary who baptized me.

- I still write letters to Mattias, who I taught in Malmö.
- This is the girl who introduced me to the church.
- That’s the doctor who I saw in the hospital.
- His son is the one who was on the news.
- I don’t know who that is.
- Who tailored your suit?
- The same guy who tailored my shirts.
- Nobody knows who he is.
- We can find out who gave us this food.
- The woman who tailored my suits, knows who you are.
- How does she know who I am?
- You taught her son who was in that band.
- Now I remember who you are talking about.
- It was her who gave use the food.

Relative Pronouns – Who, That, Which

Han <i>He</i>	er <i>is</i>	Noun mannen <i>the man</i>		som <i>who/that</i>	kommer til kirken. <i>comes to church.</i>
Jeg <i>I</i>	vet <i>know</i>	Verb at <i>that</i>		de <i>they</i>	skal bli døpt. <i>will be baptized.</i>
Ja, <i>Yes,</i>	Det <i>That</i>	er <i>is</i>	familien <i>the family</i>	— <i>who/that/which</i>	vi fant i går <i>we found yesterday</i>
Nei, <i>No,</i>	Hun <i>She</i>	liker <i>like</i>	medlemmet <i>the member</i>	— <i>who/that/which</i>	henter henne <i>picks her up</i>
	Jeg <i>I</i>	vet <i>know</i>	(ikke) <i>(not)</i>	de <i>they</i>	skal komme til kirken <i>will come to church</i>
	Han <i>He</i>	sa <i>said</i>	— <i>that</i>	vi <i>we</i>	kan undervise hans sønn <i>can teach his son</i>

?

To form a question, switch the subject and verb.

Er det familien som dere fant i går?

Is that the family that you all found yesterday?

Ja, det er familien som vi fant i går.

Yes, that is the family that we found yesterday.

Nei, det er ikke familien som vi fant i går.

No, that is not the family that we found yesterday.

Sa han at han skal bli døpt?

Did he say that he will get baptized?

Ja, han sa at han skal bli døpt.

Yes, he said that he will be baptized.

Nei, han sa ikke at han skal bli døpt.

No, He did not say that he would get baptized.

Scenario

You and your companion have been invited to ward council and they would like an update on the progress that you and your companion have had the past week. Tell the ward council about the progress of your progressing investigators and notify them of any new investigators that you feel are positive.

1. Prepare: Take a couple of minutes to review the grammar learned and to learn necessary words that you will need to use. You will make up some investigators that you can report on at ward council.

2. Practice: The teacher will lead the ward council and act as the bishop and ask the various companionships about the progress of their area.

3. Re-practice: The missionaries will repeat the activity but make up different investigators to report on. The missionaries should try to incorporate relative pronouns as much as possible but shouldn't feel restricted to the grammar on the board display.

Additional Scenario(s)

Have another ward council but this time the missionaries will choose their progressing investigators that they are teaching in class. The missionaries should be given notice ahead of time so they can learn the necessary vocabulary in order to express the concerns of their investigators and enlist the help of the ward council.

Adverbs of Location and Motion

	Jeg <i>I</i>	er <i>am</i>		her. <i>here.</i>	Location		De <i>They</i>	kommer <i>are coming</i>		hit! <i>here!</i>
Ja, Yes, Nei, No,	Du <i>You</i>	er <i>(am/is/are)</i>	(ikke) <i>(not)</i>	der <i>there</i>			Jeg <i>I</i>	drar <i>go/leave</i>	(ikke) <i>(not)</i>	dit <i>there</i>
	Vi <i>We</i>	var <i>(was/were)</i>		inne <i>inside</i>			Du <i>You</i>	reiser <i>travel</i>		inn <i>inside</i>
	Han <i>He</i>	bor <i>(lives)</i>		ute <i>outside</i>			Vi <i>We</i>	flyr <i>fly</i>		ut <i>outside</i>
	Hun <i>She</i>			oppe <i>up(stairs)</i>			Han <i>He</i>	kjør <i>drive</i>		opp <i>up</i>
	Dere <i>You all</i>			nede <i>down(stairs)</i>			Hun <i>She</i>			ned <i>down</i>
	De <i>They</i>			borte <i>away</i>			Dere <i>You all</i>			bort <i>away</i>
				framme <i>here, have arrived</i>						fram <i>forth, onward, ahead of</i>
				hjemme <i>at home</i>						hjem <i>home</i>

Er hun der?

Is she there?

Ja, hun er der.

Yes, she is there.

Nei, hun er ikke der. Hun går dit.

No, she isn't there. She's going there.

Reiser dere bort?

Are you guys travelling away?

Ja, vi reiser bort.

Yes, we are travelling away.

Nei, vi reiser ikke bort.

No, we are not travelling away.

Scenario

You and your companion have a few teaching appointments lined up for tomorrow. You'll have to plan an efficient route through town during your daily planning meeting if you are to be on time to each of them. Using your planner and a map, determine the best route for you and your companion to take.

1. Practice: Use a map in the classroom or prepare a map by either drawing one on the board or printing a couple. Designate ten locations on the map at random and assign each residence a fictional name. Then fit each of the names into a daily schedule (doesn't matter what order).

2. Practice: With your companion, discuss what the best route would be to get to all of your appointments on time according to the map and schedule prepared beforehand. You might need to discuss which investigators you could call during planning to adjust appointment times if need be.

3. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

With someone in the classroom other than your companion, use the adverbs and grammar learned in this lesson to briefly explain where the following are located and how you would get there: temple, dorm room, cafeteria, teacher, companion, your scriptures, laundromat, gym, field, post office, bookstore, etc.



In Norwegian, there is a grammar principle referred to as “inversion.” This happens when you have a dependent clause followed by an independent clause. A dependent clause is a short sentence, or word, that cannot be a complete sentence on its own. For example, “*If you read the Book of Mormon*”, is a dependent clause because you need to add another clause to either the end or beginning: “*If you read the Book of Mormon, you will know it is true.*” In English, the two clauses are separated by a comma. In Norwegian, according to the inversion rule, the verb and the subject will switch places and the comma is omitted: “*If you read the Book of Mormon will you know it is true.*” There are two ways to think of it. First, if the sentence begins with an adverbial or preposition (om, I dag, fordi, i går, etc...), you will “invert” the verb. Second, if you would use a comma in English, you will most likely use inversion. Try the following examples:

When I pray,	I feel	God's love for me.	=	When I pray	feel I	God's love for me.
	↑↑					
If you are baptized,	[your sins]	will	be washed away.	=	If you are baptized	will your sins be washed away.
	↑↑					

Through prayer, we can communicate with God.

If we follow the spirit, we can be lead to find answers to our prayers.

When you sin, you lose the spirit.

While he was driving, his phone rang.

Yesterday, we had an amazing lesson with our investigators.

First, you need to find out if he is a prophet.

Then, you can know that the church is true.

Tomorrow, we are going to have a baptismal service.

If you want to receive an answer, you must pray.

Through Joseph Smith, God restored the Gospel to the earth.

For your own benefit, you should stop smoking.

When he came to church, he met a lot of new people.

While she studied the scriptures, her questions were answered.

In three days, we are going home.

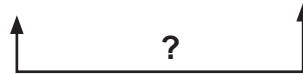
In the Book of Ether, it says the following:

Two years ago, I went on my mission.

NOTE: To check your work, you can take the independent clause at the beginning of the sentence and move it to the end of the sentence; the sentence should still have the same meaning. Example: “*If you read the Book of Mormon, you will know it is true*” = “*You will know it [The Book of Mormon] is true, if you read it.*”

Ja,
Yes,
Nei,
No,

I dag <i>Today,</i>	leser <i>read</i>	vi <i>we</i>	Mormons bok. <i>the Book of Mormon.</i>	
I går <i>Yesterday,</i>	følte <i>felt</i>	han <i>he</i>	(ikke) <i>(not)</i>	bra <i>good</i>
I morges <i>This morning</i>	ba <i>prayed</i>	hun <i>she</i>		dårlig <i>bad</i>
I morgen <i>Tommorrow,</i>	underviser <i>teach</i>	undersøkerne <i>the investigators</i>		ånden <i>the spirit</i>
På mandag <i>On Monday,</i>	sover <i>sleep</i>	misjonærene <i>the missionaries</i>		et vitnesbyrd <i>a testimony</i>
Om 5 dager <i>In 5 days,</i>	fikk <i>received/got</i>			et svar <i>an answer</i>
	leser <i>read</i>			Mormons bok <i>The Book of Mormon</i>



Når skal dere undervise undersøkerne?

When will you (all) teach the investigators?

På tirsdag skal vi undervise undersøkerne.

On Tuesday, we shall teach the investigators.

I morgen skal vi ikke undervise undersøkerne.

Tomorrow, we will not teach the investigators.

The subject and verb are inverted when a sentence begins with a dependent clause or prepositional phrase.

Scenario

You are reporting on the progress in your area to your leaders in the mission field. Be prepared to report on the progress of some of your investigators by telling your leader what your investigator has done the past week or what your investigator will be doing in the coming weeks.

1. Practice: Working in companionships and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point, have one missionary play the role of the leader receiving the report and have the other missionary report on the progress of the investigator in the area.

2. Re-practice: Have the missionaries switch roles, and rotate practice companions and repeat the activity. Move around among them and give needed help and encouragement.

Additional Scenario(s)

Your companion has been on splits with the zone leaders for the last two days and has just returned to the area and the two of you are having a weekly planning session. Your companion needs to be informed on the progress of the investigators that you taught for the past couple days. Be prepared to report to your companion about the progress of your investigators.

	Først <i>First</i>	begynner <i>begin</i>	vi <i>we*</i>	ved å si: "Kjære himmelske Fader." <i>by saying: "Dear Heavenly Father."</i>
Ja, Yes, Nei, No,	Først <i>First</i>	begynner <i>begin</i>	vi <i>we</i>	ved å si: "Kjære himmelske Fader" <i>by saying: "Dear Heavenly Father"</i>
	Og så <i>Then</i>	takker <i>thank</i>	du <i>you (sing.)</i>	for våre velsignelser <i>for our blessings</i>
	Etter det <i>After that</i>	ber <i>ask</i>		om hjelp <i>for help</i>
	Mens du ber <i>As you pray</i>	kan <i>can</i>		stille spørsmål <i>ask questions</i>
	For å avslutte bønner <i>To end the prayer</i>	sier <i>say</i>		"I Jesu Kristi navn. Amen" <i>"In the name of Jesus Christ. Amen"</i>
	Hvis du ber hver dag <i>If you pray every day</i>	vil <i>will</i>		få veiledning <i>receive guidance</i>

Begynner vi først ved å si: "Kjære himmelske Fader?"

Do we first begin by saying: "Dear Heavenly Father?"

Ja, først begynner vi ved å si: "Kjære himmelske Fader."

Yes, first we begin by saying: "Dear Heavenly Father."

In Norwegian, if a dependent clause precedes an independent clause, the subject and verb switch places in the independent clause (verb precedes subject). The dotted line separates the dependent clause from the independent clause in this board display.

Scenario

You and your companion are teaching Wen, a man from China who came to Norway as a student seven years ago. He has been working with Norwegians the last couple years and his Norwegian is better than his English. Although he's been in Norway for years, he still knows very little about God and religion. After teaching him about God, prophets, and committing him to read the introduction to the Book of Mormon, you ask him if he'd like to pray but he says he doesn't know how.

1. Practice: In pairs, one plays the role of Wen while the other plays the role of the missionary. Teach Wen how to pray simply, making sure to use inversion of the first verb and subject when necessary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

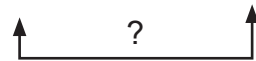
Additional Scenario(s)

In your last lesson with Brandon, you notice that, although sincere, he has been addressing Jesus in his prayers instead of Heavenly Father. Practice how you would go about teaching Brandon how to pray in your next visit with him.

Making Adverbs from Adjectives

Ja,
Yes,
Nei,
No,

Du <i>You</i>	underviser <i>teach</i>		godt. <i>well.</i>	
Misjonærene <i>The missionaries</i>	snakker <i>speaks</i>	(ikke) <i>(not)</i>	god <i>good (well)</i>	+t <i>+ly</i>
Dere <i>You (plural)</i>	bruker skriftene <i>use the scriptures</i>		langsom <i>slow</i>	
Du <i>You</i>	underviser <i>teaches</i>		effektiv <i>effective</i>	
Undersøkeren <i>The Investigator</i>	bærer vitnesbyrd <i>bears testimony</i>		fullkommen <i>perfectly</i>	
	forsto <i>understood</i>		klar <i>clear</i>	
			kjærlig <i>loving(ly)</i>	<i>(no ending)</i>
			praktisk <i>practical(ly)</i>	
			fort <i>fast, quick(ly)</i>	



Forsto undersøkeren?

Did the investigator understand?

Ja, undersøkeren forsto fullkoment.

Yes, the investigator understood perfectly.

Nei, misjonærene underviste ikke klart.

No, the missionaries did not teach clearly.

**In Norwegian spelling, double consonants are reduced to avoid three-consonant clusters.*

Scenario

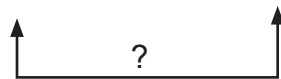
It is time for your companion inventory in your weekly planning session. You now have the opportunity to share strengths that you find in your companion and vice versa. Try to use as many adjectives as possible to really describe what your companion does well in missionary work.

Additional Scenario(s)

It is time for you to evaluate your teaching. You have just come out of teaching Jan the importance of baptism. He has accepted the invitation to be baptised but won't pick a date. Describe how well you taught and how well you think Jan received the message.

Passive Voice (S-form: Present Tense)

	Evangeliet <i>The gospel</i>	gjengis <i>is restored</i>		gjennom <i>through</i>	profetene. <i>the prophets.</i>
Ja, <i>Yes,</i>	Evangeliet <i>The gospel</i>	forkynnes <i>is preached</i>	(ikke) <i>(not)</i>	av <i>by</i>	profeten <i>the prophet</i>
Nei, <i>No,</i>	Åpenbaring <i>Revelation</i>	gis <i>is given</i>		til <i>to</i>	jorden <i>the earth</i>
	Sannheten <i>The truth</i>	mottas <i>is received</i>		gjennom <i>through</i>	menneskene <i>the people</i>
	Prestedømmet <i>The Priesthood</i>	gjengis <i>is restored</i>		fra <i>from</i>	profetene <i>the prophets</i>
		tas <i>is taken</i>		på <i>on</i>	
		finnes <i>is found</i>			



Mottas evangeliet av menneskene?

Is the gospel received by the people?

Ja, evangeliet mottas av menneskene.

Yes, the gospel is received by the people.

Nei, evangeliet mottas ikke av menneskene.

No, the gospel is not received by the people.

*S form can also be used with a modal verb to make the future tense. Ex: 'Evangeliet vil tas fra jorden' = The Gospel will be taken from the Earth.

Scenario

You are teaching the restoration to your investigator, Harold. Before he met the missionaries, he was an active member of another Christian faith. When Harold met the missionaries, they told him briefly about the restoration. Harold never thought that the Gospel was taken off the Earth. You and your companion have an appointment to teach Harold the pattern of apostasy and restoration.

1. Practice: Working with your companion and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point, discuss the pattern of apostasy and restoration with one of you taking the role of the investigator and the other one the missionary.

2. Re-practice: Switch roles, and rotate practice companions and repeat the activity. The teacher will move around among them and give needed help and encouragement.

Additional Scenario(s)

You're assigned to give a talk in sacrament meeting in your ward about the effects of the Restoration. Write down at least fifteen sentences about what happens now because of the restoration of the Gospel.

Passive Voice (S-form: Past Tense)

Ja,
Yes,
Nei,
No,

Mormons bok
The Book of Mormon

oversattes
was translated

av Joseph Smith.
by Joseph Smith.

Mormons bok
The Book of Mormon

oversattes
was translated

(ikke)
(not)

av Joseph Smith
by the Joseph Smith

Åpenbaring
Revelation

skreves
was written

av profeter
by prophets

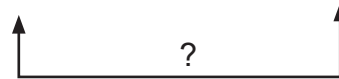
Gullplatene
The Gold Plates

sås
was seen

av De tre vitner
by the three witnesses

gas
was given

til Joseph Smith
to Joseph Smith



Oversattes Mormons Bok av De tre vitner?

Was the Book of Mormon translated by the three witnesses?

Nei, Mormons Bok oversattes ikke av De tre vitner.

No, The Book of Mormon was not translated by the three witnesses.

In Norwegian, there are at least two ways to say “know”. Use *å vite* when referring to knowledge of facts or information. For example, “I know she is from Sweden” would use *vet*. Use *å kjenne* when expressing familiarity with something or someone. For example, “I know her” would use *kjenner*.

- I know you.
- I know who you are.
- I know a little about your church.
- Do you know what I’m going to do?
- Do you know them?
- I don’t know who they are.
- I don’t know who gave us this food.
- She said she knows your sister.
- They know that we are missionaries.
- They’ve known each other for a very long time.
- He doesn’t know enough yet.
- I knew it.
- She knows what she wants to eat for dinner.
- I’ve known him since I was young.
- He knows it’s true.
- Who knows?

- He knows more about the church than any of our investigators.
- Do you know what you’re speaking on this Sunday?
- The mission president knows who will be transferred.
- The mission president knows you pretty well.
- They know the relief society president.
- How does she know who I am?
- Everyone in the ward knows the missionaries very well.
- How do you know it’s true?
- How can I know if it’s true?
- God knows everything.
- God knows you.
- He knows how to help you.

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

